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ABSTRACT

Organized in two parts, this packet provides a rationale for teaching language arts according to a multisensory approach and outlines specific activities for use in the elementary classroom. The first section concentrates on constructing a classroom environment that develops language skills through the use of resources that stimulate thought, talk, and written expression; and through activities, such as organizing collections, that activate inductive and deductive thinking and promote the application of information and the development of evaluation processes. The second section contains suggestions for classroom activities, including using blank books for writing experiences; developing sensory language; designing pamphlets in content areas; using tri-folds with a picture and questions to stimulate language response; suggesting story starters; presenting study prints, art prints, and photographs for thinking exercises; and offering structured tasks for students to choose from for writing exercises. (MAI)

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U-Sail

Thinking!

Talking!

Writing!

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Utah System Approach to Individualized Learning Project

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Communicating

A child must learn what things and ideas are. He must learn what labels the things and ideas have been given by the society in which he lives. Once labeled he has the "tags" with which to think and to communicate. He can, then, communicate either in an oral or written way.

Of course, he communicates in other ways. He communicates with body language, the way he dresses and with products of his handiwork. But to meet his needs and fulfill societal expectations he must have at his command effective ways to "send the message he wants to another person."

Building An Experience Base

Experiences help to build the thinking storage for the child. He responds to whatever is around him. A teacher can provide an environment in a classroom in which thinking is stimulated and learners feel good about themselves as human beings. A teacher sets an expecting, valuing and accepting climate. In such an environment:

1. Each learner is accepted as important, is respected and valued as a person of worth.
2. The things in the environment are named and labeled. Ideas are spelled out.
3. Interaction is planned for, guided by questioning strategies. There is thinking, talking, listening, writing, doing.

4. Interaction is organized to provide the intellectual exercise needed or thinking processes to develop. There is opportunity for:

- a. Information to be gathered -- a data base formed. (Things are described, criteria noted.)
 - shape
 - size
 - color
 - texture
 - etc.
- b. Information to be stored and organized. If data is to be taped for recall, classifying or grouping is crucial. (Things can be associated because of specified common ingredients or characteristics.)
- c. Information to be "pulled out" and used. Data may be applied in new situations. (In this way inferences can be made; transfer practiced.)
- d. Information process to be evaluated. Judgements made. (Decisions can be made based on a problem-solving model.)

If multi-sensory experiences are utilized, the probability that learning will occur is increased. Working with real things -- seeing, hearing, touching, sometimes smelling and tasting -- give helps in building a meaningful experience foundation.

Learning builds from the concrete to the abstract, from hands-on or actual experience to a "mind picture". An in-between step, and sometimes substitute, for a concrete experience is a pictorial representation or description. When it is possible to move from a concrete experience to a picture and then to the symbolic representation, bridging is provided. For a child that increases meaning and the probability that he will be able to recall the precept or concept with which he has had contact from his memory bank.

As labels become meaningful names for objects and ideas a child uses them to communicate -- to talk, to write. He discovers not only that he can write, but also that others can read what he has written.

A teacher works to establish an environment wherein thinking, talking and writing skills are continually developed and used with increasing skill and sophistication. This means that the teacher teaches concepts, gives practice for skill development to set a learner's skill in working with a concept, and then makes it possible for the on-going and "going-on" application of concepts stored.

In our interdependent society of modern America, acquiring effective oral language skills becomes vitally important to learner's successful life adjustment. The responsibility for helping learners to become "articulate" is clear. If verbal skills are not valued or practiced in the home, the teacher has an increased challenge. Such children need many opportunities to explore words -- to use them in thinking, talking and writing. Creating such a climate for growth is every teacher's responsibility.

Using Resources

There are many ways a teacher can capitalize on resources available to develop such an environment. As a teacher, you bring students in contact with stimuli which give a foundation for thought and talk, and written expression.

Remember: The key is to have a meaningful base from which ideas can generate.

Some sources which can be used to develop language skills include:

1. Using study prints
photographs
pictures
2. Using art prints
art originals
sculpture

3. Using realia
memorabilia
models
4. Using multi-media kits
other learning kits
5. Using films
filmstrips
slides
transparencies
6. Using graphs
charts
diagrams
maps
posters
cartoons
7. Using tapes
records
8. Using picture books
books
workbooks
reference books
9. Having an aquarium
10. Having an indoor garden--terrarium
11. Having animals visit or "live in"
12. Having stuffed animals or a "Harvey"
13. Having resource people visit and talk
14. Setting up and using role-playing and drama
situations
15. Setting up and using stages, puppets
16. Setting up and using "conversation pieces"
(unusual objects, etc.)

17. Setting up and using simulation devices
(telephone kits, etc.)
18. Setting up and using "attention-riveters"
(fancy tied packages, sacks, etc.)
19. Taking "look around and talk about" walks
20. Taking short field trips "to the store, farm, etc."
21. Writing to authors, senators, superintendent,
children in far-away places.
22. Starting collections

Organizing Collections

Collections offer many possibilities. They can be used as motivators to explore both inductive and deductive thinking processes and to encourage creativity -- release creative potential. Many everyday, common kinds of things can be brought together and organized in resource banks. As teaching backup, they can be pulled on a moment's notice when needed and as needed.

Some possibilities for collections that can be gathered, organized and easily stored in large envelopes or paper bags or boxes for a repertorium are:

- badges
- braids
- buttons
- cards
- clips
- cloth swatches and samples
- coins
- cupcake decorations
- envelopes
- hooks
- key chains
- leaves
- lids, flat
- maps
- nails

- napkins
- pencils
- pins
- pins, hair
- plastic knives
 - spoons
 - forks
 - straws
- ribbons
- rings, washers
- rubber bands
- sacks
- screws
- stamps
- tapes, adding machine
- tokens
- toothpicks
- tops, bottles
- "twisters" used on plastic bags
- etc.

Some possibilities for a collection repertorium that can be gathered and organized, but require more storage space, are:

- bird nests
- bottles
- boxes
- cans
- dolls
- fossils
- fur
- hats
- jewelry
- miniature cars
 - planes
 - boats
 - etc.
- paper cups
- plastic animals
 - people
 - toys
 - playhouse furniture
- plastic flowers
- fruit

- plastic tubs (i.e. margarine, cheese, etc.)
- purses, wallets
- rocks
- scarfs
- shells
- shoes
- soaps (from motels, hotels)
- spools
- spray can lids
- etc.

Making "Objects" Meaningful

The objects within the specific collection (i.e. nails, shells, etc.) can then be seen, handled, manipulated, worked with as the learner:

1. labels or names or identifies
2. describes or expresses or delineates or characterizes or analyzes
3. classifies or groups or categorizes, based on selected criteria
4. applies or connects past learning to this situation infers or projects to a new situation
5. makes evaluation or judgement and can justify his conclusion because he can "retrace" his thinking
6. builds games, puzzles for others to share

By taking one item from each collection, one or more miscellaneous collections can be formed. Thus the variables increase, as do the possibilities for a learner to practice thinking processes.

Once grouped, they can be regrouped and regrouped again. To organize, reorganize and reorganize can be a profitable intellectual exercise. It provides practice in flexibility versus "mind set".

You can carefully design learning experiences to develop thinking processes. You can structure activities to practice communication skills. Skills facility in expressing thoughts will come only through practice, practice, practice!

But practice alone does not make the difference. A learner needs to know what he is doing and what thinking processes he is using. In short, you must teach directly what is happening. Labeling of the thinking processes needs to be cited as the activity-engagement occurs. You need to label when data is being collected, organized, applied and evaluated.

Collecting

When DATA ARE COLLECTED -- information is being gathered, things are scrutinized, read, pulled apart. This means they are "being seen" and in the seeing process, details noted.

There is a description or outline made.

This involves:

1. noting size
2. identifying color
3. recognizing shape
4. observing texture
5. clarifying relationship
6. citing substance
7. etc.

Organizing

When DATA ARE ORGANIZED -- information is readied for storage and a general summary is made -- an idea formulated. This means the things seen are grouped, classified, assigned to a category.

Criteria are determined to organize the data in some way according to:

1. categorical patterns

- size
- shape
- texture
- color
- number
- substance
- etc.

2. generic classifications

- botany
 - leaves
 - trees
 - flowers
 - etc.

- zoology
 - animals
 - reptiles
 - insects
 - etc.

- geology
 - rocks
 - etc.

3. general groupings or subject headings

- people
- fruit
- toys
- animals
- etc.

4. functions

- work
- play
- etc.

5. qualities

- beauty
- form
- etc.

6. roles
 - social
 - dramatic
 - etc.
7. utility
 - physical need
 - esthetic need
 - etc.
8. measurement
 - mass
 - volume
 - length
 - etc.
9. etc.

Applying

When DATA ARE APPLIED -- information is used in some way. Ideas are illustrated, interpreted, extrapolated. Postulations, inferences, hypotheses are made. This means things, ideas seen are developed, extended, enhanced, explored.

This includes:

1. Making a game, puzzle, design, pattern, or picture from items or ideas classified.
2. Reorganizing data according to a different criteria.
3. Generalizing to ways that items or ideas classified can be used.
4. Making situational inferences from what is done--if this, then that.
5. Making patterns from items or ideas classified--as in sequencing, or analogies.

6. Interpreting what has been done in a personalized way or product.
7. Describing, illustrating what has been organized.
8. Explaining or writing what has been done.
9. Summarizing what has been done.
10. Outlining what has been done.
11. Using what has been done as a springboard for a new idea, theory or activity.
12. Role playing, writing scenarios, stories to develop dramatizations, etc. based on generalizations made.
13. Applying what is known in a vertical sequence (e.g. time) to the horizontal (e.g. indepth understanding of time, ideas or events.)
14. etc.

Evaluating

When DATA ARE EVALUATED -- information is judged. Ideas are weighed in the light of individual perceptions, values, feelings and with the recognition that collecting, organizing and applying data is necessary for sound evaluation.

This includes:

1. Sharing conclusions drawn about an experience verbally in writing or some other way.
2. Describing how an experience affects or is related to self and others.
3. Establishing next steps for experience based on conclusions drawn.
4. Generalizing from specific data drawn.
5. Etc.

Students need to know that during the thinking process, the mind is continually moving back and forth--from one process to another. A need for more information and a search of the data base will have implications for how the data are finally organized, the use made of it and the final evaluation. Reorganization of the original data changes the use made of the information and, consequently, the evaluation.

The excitement of learning, the ignition of curiosity can be pointed out to and for the student. Since the mind is capable of such extraordinary power, ways to "harness", discipline, work with and release it need to be explored.

Problem-solvers, decision-makers with healthy self-concepts and concern for others need opportunities, experiences to learn. This implies knowing how to help learners and providing an environment where:

- A. The possibility can become a probability !
- B. The thinking processes are emphasized .
- C. Creativity is encouraged .
- D. Thinking, talking, writing, and other communication skills are taught, practiced and applied.

Communication, language experiences, both oral and written which employ the thinking processes can be stimulated in groups. Once patterned in a group setting, students have a model to fall back on as they work independently in LEARNING CENTER activities.

Encouraging Thinking

Individually, in teams or small groups the following "springboards" to actuate and pursue thinking processes can be utilized:

- I. Blank Books
- II. Tri-folds
- III. Story-starters
- IV. Study Prints, Art Prints, Photographs
- V. Venture Cards

So, if you are looking for ways to:

1. stimulate divergent or convergent thinking
2. provide for individual differences
3. practice specific skills
4. apply competencies
5. produce success experiences
6. generate productivity
7. build self-esteem
8. uncover interests and talents
9. give language experience
10. provide shared activity
11. utilize childrens' efforts in meaningful ways

If you want to "work smarter not harder" then read on . . .

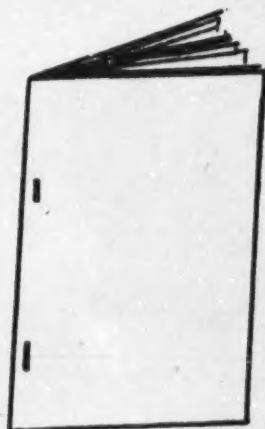
I. TRY BLANK BOOKS

BLANK BOOKS can be utilized in a number of ways.

But, remember that like other teaching tools they must be introduced, monitored during use, and followed up with a sharing time in which appropriate reinforcement or re-teaching can occur.

Let's look at what BLANK BOOKS are, some ideas to use in making some up, and how they can be managed in a classroom.

BLANK BOOKS are simply books made up of blank pages with a cover. They may be constructed of writing paper, newsprint, or other materials stapled together with a cover. The cover is generally sturdy, made of heavier materials, such as construction paper.



These books may have no title at all. However, an interesting title on the cover can give a springboard for students to turn the cover and respond on a blank page.

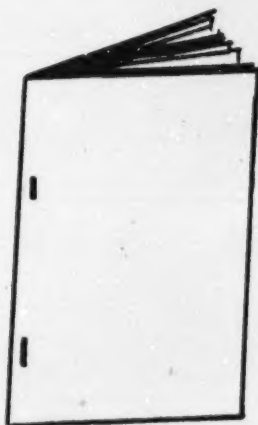
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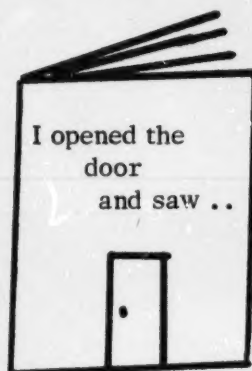


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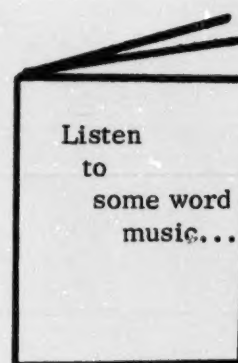
The response may be written and/or illustrated. It may be lengthy or short--a paragraph, a few sentences, a phrase, a label, an article, story, or report.

If the BLANK BOOK looked like this:

(For younger students)



(For older students)



A student might:

1. Write a story about a salesman, friend, rain, snow, ghost, Santa Claus, 007, grass, night, cars, flying saucer, dog, Sesame St., etc.
2. Draw a picture of a cat, hippie, bird, tree, Mother, postman, etc. and label the picture.
3. Draw a picture and write a sentence or a paragraph about the picture.
4. Draw a picture and ask a teacher to help him label it or write a story.

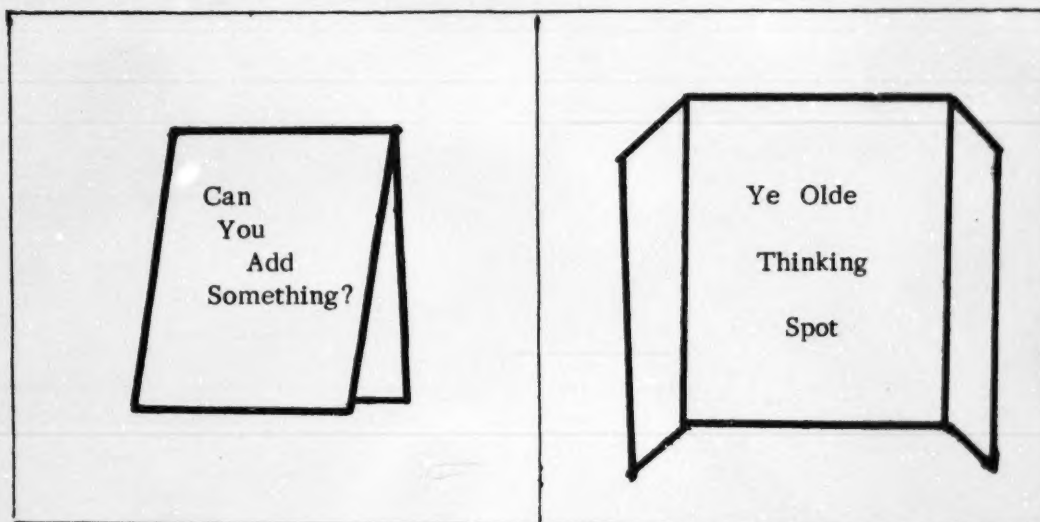
A student might compose a poem using one of the following technical devices:

- rhythm
- rhyme
- meter
- alliteration
- assonance
- mingling of vowels

He might:

1. Write and illustrate the poem, naming the specific device used.
2. Write and illustrate the poem.
3. Write a poem.

When you place the BLANK BOOK in a Writing Center or Learning Center area or in a carrel with a sign.



you will be inviting a student to respond. Another student can add his response on another blank page or pages. As students add to the booklet, they will read or will have read the other contributions of class members. This is a way to share ideas and discover that one idea can "trigger" others !

You offer students an opportunity to practice difficult, sometimes illusive, vocabulary words when you use high frequency words in the title such as:

What is in the _____ ?
This is what I saw. . . .
Would you believe. . . .?

Some words, such as what, would, in, this, are words which are used frequently and defy illustration! When words are illustratable (i.e., jar, wagon, basket, etc.) mental and visual pictures can be developed quickly. When words cannot be illustrated you may need to provide drill other ways !

BLANK BOOKS help a teacher to do this very thing ! You can, then, provide needed vocabulary practice.

The time required to make covers and staple blank pages to the cover is minimal.

You may have dozens of ideas ready to go now. If, however, you are looking for others -- continue !

For vividness, variety and to add interest you can cut some BLANK BOOKS into shapes.

(For Younger Students)



Other shape books:

What is in the book

chest
bag
suitcase
sack
box
shoe
boot
pocket
apron
cup
piggy bank
refrigerator
closet
desk
basket
etc.

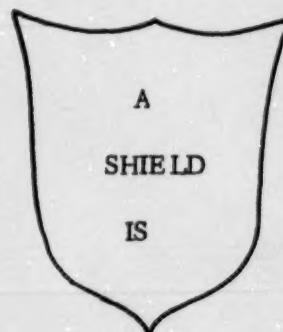
What is under the table

tree
chair
rock
leaf
porch
etc.

Who is in the house

apartment bldg
store
garage
stadium
boat
pool
rocket

(For Older Students)



More shape book ideas:

With wheels

a \$20.00 bill
a new hat
an hour of time
the sun shining
fall coming
our family
another president
a new car
etc.

Who got on the bus

streetcar
trolley
horse
elephant
stage
ball
etc.

Try a new line

book
outlook
scene
idea
game
sport
job
set of wheels
etc.

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BLANK BOOKS that deal with the senses or with sensory language offer productive possibilities.

(For Younger Students)

THE FIVE SENSES

BLANK BOOKS that are "shapely" can be quickly made:



It tasted...
 I saw...
 I shut my eyes...
 I touched...
 I could smell...
 It smelled...
 It felt like...
 I could hear...
 It sounded like...
 Did you hear...
 Did you see...
 If you touched...
 If you smelled...

One the way to school,
 I saw

One the way home,
 I heard

In the empty field,
 I saw

On the playground,
 I heard

When I closed my eye

When I cooked

(For Older Students)

SENSORY LANGUAGE

A green...
 chartreuse...
 purple...
 magenta...
 etc.

Violet is...
 Red is...
 Black is...
 Grey is...
 etc.

Ice cream colors are...
 Sunset colors are...
 Wallpaper colors are...
 "Dreamy" colors are...
 etc.

Colors at Christmas...
 at the circus...
 etc.

Pleasant sounds remind me of...
 Breakfast means...
 Summer can be...
 Traffic is...
 Animals have...
 Christmas is a time for...
 Halloween conjurs up...
 Musical thoughts begin...
 etc.

Directions to use sound words can be specified for the following:

The sound of leaves on the ground
 is like . . .
 A motor makes me...
 Corn chips are...
 Popcorn sounds as if...
 Ice in a tumbler makes...
 Wind blowing creates...
 Rain and wind falling can...
 Rock concert sounds are...

Seasons and holidays offer a bonanza for BLANK BOOK ideas. They can be cut into shapes or pictures drawn on the cover.

SPRING

In spring I saw...
A sign of spring is...
Sounds of spring are...
My impression of spring is...

SUMMER

Heat makes me...
Summer foods are...
A summer scene is...
Days of summer mean...
etc.

WINTER

Winter is...
Winter weather can be...
Colors of winter are...
My favorite holiday is...
etc.

AUTUMN

Fall means...
An autumn chore is...
Harvest time means...
Smells of fall are...
Hues of fall include...
A clue to autumn is...
Jack Frost...
etc.

NEW YEAR'S

My resolution is...
This year I will...
The snowman saw...
The snowflake...
The mitten was...
It is time to...
The clock struck...
etc.

VALENTINE

I gave a...
Make up a pun! --My heart "beets"
for you!
Inside this box...
My letter said...
etc.

ST. PATRICK'S DAY

Green means...
A fairy told me...
The elfman said, "...
It would be good luck if...
A pinch of...
etc.

EASTER

In this basket...
The Easter Bunny brought...
The egg looked like...
I found...
I will look in...
etc.

HALLOWEEN

I will put _____ in my
trick and treat bag.
On Halloween I will dress up as...
I saw a...
This jack-o-lantern was...
If I were a ghost I would...
In the graveyard...
On my broomstick I...
The wise old owl said, "...
etc.

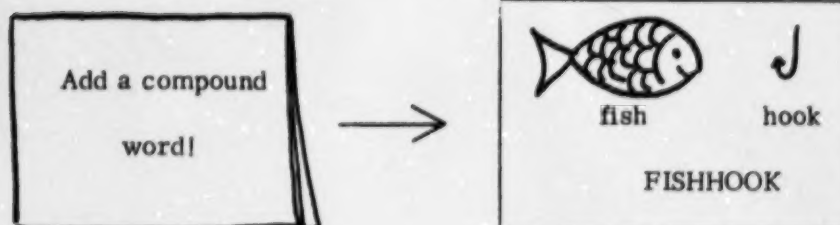
THANKSGIVING

I am thankful for...
I will eat...
My favorite foods are...
On the Mayflower...
The Indian...
Pilgrims did...
etc.

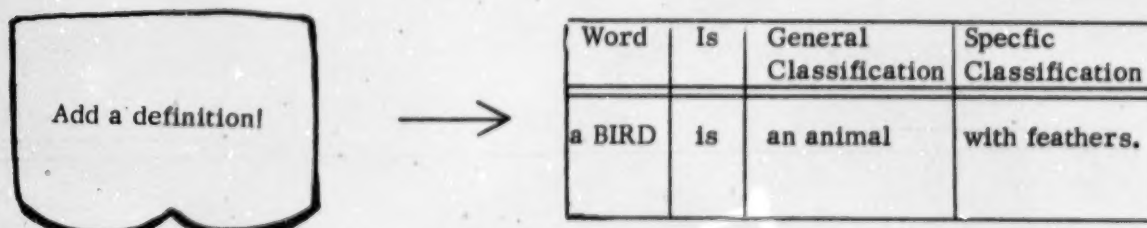
CHRISTMAS

In my stocking I found...
In Santa's bag...
Inside this present...
I tied up a...
I hope Santa brings...
I gave...
On the tree hung...
etc.

BLANK BOOKS can be utilized for skill-drill and the practice needed to set skills.



Add a homonym !
blend !
synonym !
antonym !
etc.



Add a riddle
Haiku
limerick
metaphor
simile
etc.

Add an adjective
adverb
exclamation
a diagrammed sentence
a declaratory sentence
a question
etc.

Continue a story:
Add a line
Add a character
Add a new setting
Add a new action
etc.

Although the use of BLANK BOOKS in this pamphlet has focused on the Language Arts area, they can be adapted to use in any curriculum area (math, science, social studies, etc.). For instance:

MATH

A number story is . . .
A way to measure . . .
At this time I . . .
I found a shape that is a . . .

A fraction is . . .
In the metric system . . .
Historically numbers . . .
Base _____ is . . .

SCIENCE

This leaf is from a . . .
An unusual plant . . .
My favorite animal . . .
Birds of feather . . .

Camouflage is . . .
An experiment I tried . . .
To protect the environment . . .
Energy needs

SOCIAL STUDIES

Games children play . . .
A way to travel . . .
What money buys . . .
A job I think I'd like . . .
This neighbor land . . .

A possible career . . .
A law that makes a difference . . .
A voter . . .
Credit cards . . .
The world is getting smaller . . .
 What would you do? Why? (values)
 What do you think?
 Add a caption! (editorial cartoons)
 Draw a cartoon (editorial)

HUMANITIES

My favorite song . . .
My favorite folk dance . . .

My impression of an Impressionist
 is . . .
A painter for all seasons . . .
Sculptor is . . .
Music can . . .

BLANK BOOKS can also be used to help develop a positive self concept and positive relationships with others. How about:

Social interactions and feelings

I'm happy I'm me because . . .	A pet I . . .
My best friend . . .	My favorite hiding place. . .
Someone I like . . .	Look at me, I . . .
I like to do . . .	Inside I feel like . . .
My story would begin . . .	

BLANK BOOKS need to be introduced to students. How they are to be used, where they can be found, when they are available should be spelled out. The management of how, where, when, and what will help to underscore the why !

If a student is to work with a BLANK BOOK, he needs to know not only how to use it, but, also, that what he does with it will be acknowledged. In short, that you will follow-through !

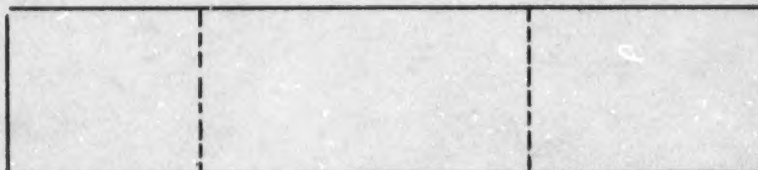
The follow-up time scheduled is crucial. As you share the BLANK BOOK, (look at, read, discuss) with the total group or small groups, you will be providing time to :

- positively reinforce creative and productive effort.
- positively reinforce appropriate behavior in relation to management of the center and book.
- negatively reinforce inappropriate behavior in relation to management and spell out acceptable behavior.
- rekindle motivation.
- evaluate/assess students' growth
- build a student's self-esteem

If you use BLANK BOOKS to help you teach, and you follow-through to see that they do, you will find BLANK BOOKS help students learn. They maximize opportunities for learners to reach potential, and make reading and writing meaningful, exciting and fun !

II. TRY TRI-FOLDS

A TRI-FOLD is a piece of paper that has been folded into three parts.



In the center or middle part a picture is pasted. Questions are printed on either side.



A student reflecting on the cause of tears makes a response as to the cause and ventures a solution. Pictures cut from magazines, calendars, interesting brochures, old texts and workbooks, etc. offer great variety. TRI-FOLDS provide opportunities to think--make inferences, forecast, speculate, evaluate. They require a student to collect, organize, apply and judge. In short, to utilize thinking processes!

By changing the questions--getting a new slant--variety is added:

At first. . .	PICTURE	Finally, ...
This happened	PICTURE	Last of all . . .
In the beginning	PICTURE	Toward the end . . .
To begin with	PICTURE	At the finish . . .
Why did it happen ?	PICTURE	What will happen next ?
Why and how	PICTURE	Result and how

The management procedures outlined in the section on BLANK BOOKS are crucial. If TRI-FOLDS are to be used in LEARNING CENTERS, review the steps outlined: introduction, monitoring, and planned sharing.

III. TRY STORY STARTERS

A STORY STARTER is a phrase used to galvanize thinking processes. The phrase can stimulate either oral or written response. If used for an oral expression at a LEARNING CENTER, it could be recorded on a tape recorder.

Topics could be written on cards, charts, or the blackboard and a student could choose one or could be given one. Such as:

When I discovered I could
 sew on a machine . . .
 cook on a stove . . .
 make a batch of candy . . .
 solve a problem . . .
 stick up for myself . . .
 swim . . .
 read . . .
 earn money . . .

I found . . .
 saw . . .
 heard . . .
 overheard . . .
 read . . .
 wrote a note . . .
 fell . . .
 ran . . .
 walked . . .
 cried . . .
 laughed . . .

She was nervous because . . .
 Certain physical characteristics gave evidence of . . .
 He needs disciplinary action because . . .
 Real style, to her, was . . .
 She was tired of the pressures of . . .

Poetry lines can help get expression started:

All sorts of things come down from the sky . . .
 We can slide . . .
 If I were a bear . . .
 Did you ever pat . . .
 There was a little . . .
 Little _____ Where have you been?
 _____ are the kindest things I know, they . . .
 I'd like to have . . .
 I wish that I had . . .
 I'm never frightened in the . . .
 When school is out . . .
 A _____, a _____, is what I'd like to be! I'd . . .
 T'was the night before . . .
 If I had a hundred dollars to spend . . .
 I met a _____ as I went walking and . . .
 I saw a proud, mysterious _____
 Everybody says . . .
 It's queer about my _____
 It's a very odd thing . . .
 When summer's in the . . .
 A train is a . . .
 They're building a _____

Cut a few words from a newspaper or magazine, paste them onto paper. They will be provocative starters:

Look who is coming to . . .

In the first place . . .

It's a sure bet that . . .

Any "item" used at a LEARNING CENTER should be used purposefully. Guidance then in what, how, when, where and why is imperative. Results, products when shared together may be displayed for all to enjoy. Bulletin boards, counter displays, additions to the library table, newspapers, pamphlets, are but a few of the ways to share. Creativity is fostered when direction guides the foundation, supportive practice is cultivated, and end products are savored together.

IV - TRY USING STUDY PRINTS, ART PRINTS, PHOTOGRAPHS

Study prints, art prints, photographs are excellent sources to help students see what "thinking" entails. They can be used to:

1. Note details (collect information).
2. Categorize details (collect and organize information).
How many things can you see ? What groups do they fall into ?
3. Determine main idea (organize information). What would you title this picture?
4. Sequencing (applying information and evaluation).
What might have happened before, will likely happen after ?
5. Stimulate critical thinking (apply information to make an inference). What do think might happen next? Why?

Art prints (e.g. Marc Chagall, Paul Klee, Joan Miro, Picasso, or other Impressionists) offer limitless possibilities to develop oral facility, visual discrimination, gain art understandings--concepts--, suggest "ideas" for student endeavors and explore the beauty of our world.

Photographs of members of your class as they play and work may be blown up into study print size (18" x 24"). Motivation is built in because it centers on "us", "me".

The introduction, utilization of prints/photographs needs close guidance at first. Labeling the thinking process and using questions to stimulate thinking can be supervised in groups so that when students do work alone or in small groups a model serves as backup, if it is needed.

V. TRY VENTURE CARDS

Structured tasks can be used to ignite written, spoken or other artistic expressions. Used as a group experience first to establish management procedures, the VENTURE CARDS can be placed in LEARNING CENTERS for individual pursuits.

ART VENTURES might include:

If you were an ant, draw a picture of how the world looks.

If you were a parrot, what would your domain look like?
 If you were an insect, what would a lawn look like?
 If you were a pelican what would your habitat look like?
 Take Mondrian's brush and create your next masterpiece!
 If you saw a pond and were Monet, how would you paint it?
 Sketch Hiroshima in Picasso's Guernica-style.
 Draw two pictures, use the homonyms sun and son.
 Draw a picture using as many "og" words as you can.
 (i.e., hog, log, etc.)
 Draw a picture using "happy" colors.
 Make a collage a la Picasso's "Three Musicians".
 Make a design using a print technique.
 Etc.

WRITING VENTURES might include:

Write another "Little Bear" story.

What might Stuart Little do in a model jet?
 Write print a newspaper for the "Bird World".
 Write, print a magazine for gypsies or pygmies.
 What would Jonathan Seagull's advice be regarding an "undesirable task"?
 Compose a haiku about a plant.
 Create a contender for the Caldecott Medal.

SOCIAL STUDIES VENTURES might include such things as the following:

Observe the vehicles that pass your school for a 15 minute period. Draw conclusions based on what you saw. Think about gas consumption, purchase power, utility of vehicles.

Take a quick tour or eye survey of your classroom area. List things that make "school-living" difficult. List the things that make "school-living" pleasant. What conclusions can you draw? What kinds of rules do you think might help?

Check the latest "fashion trends". What will people be wearing this season? What does that tell you about the economy, about social "roles"?

Pursue the telephone books of various cities: a small rural town, a fairly large city, the capitol of the state. Get a population map, locate the places for which you have telephone directories. What conclusions can you make?

Find the blueprint or white print of your school. Locate your classroom area. What kinds of things can you determine from the print? Find the electrical outlets, the light switches. Find the plumbing fixtures. Where are the doors? Now prepare a floor map of the classroom area and add the furniture and equipment. Locate your desk.

Borrow newspapers from a Media Center or Library. Locate a map. Look at the number of pages in the newspaper, check the population of the city it is printed in. Can you draw any conclusions from this? What are they?

Take a newspaper that is published for a rural area. What services are offered in the Want Ad Section? Compare it with the services offered in the Want Ad Section of a large city newspaper. What conclusions can you draw from your comparison?

MATH VENTURES might include such things as the following:

Count the bicycles on the school lot. Estimate the total cost.

Count the books in a bookcase. How many would you classify as large books? How many as small books? How many as tiny books? What is the total number of large, small, and tiny books.

How many seconds old are you? Look at the clock now and figure from that time!

If you were two feet high, what things would have to be changed in this room?

If you were two feet wide and 1 yard high, where could you be placed in this room?

If you ate an apple a day, how many apples would you have eaten in your lifetime? If you had paid 5¢ for each apple, how much would you have spent for apples?

How many trading book stamps does it take to get a 10 speed bike? How many trading book stamps does it take to get a one-speed bike? What is the difference? Which kind of bike would you like? Why?

SCIENCE might include such things as the following:

Find your pulse. How many heart beats are there in a minute? Time the beats for one minute. How many times does your heart beat in one day?

Collect weather maps for one week. Think about some relatives you have in another state. What kind of weather did they experience during the past week? How does that compare with the weather you experienced this past week? If you had visited them last week, what kinds of clothing would you have needed?

Observe living things around the school. Identify 3 birds, 3 insects, 3 plants. Are there any other living things you see? What are they?

How many simple machines are being used in your classroom?
How many simple machines are there on your playground?
List the simple machines in your room and on your play
area. How many did you find?
Which simple machine on the playground is your favorite?
Why?

Like other individual, creative adventures these need to to be shared,
acknowledged with follow-up togetherness sessions.

SUMMARY

To bring societal goals to fruition and to enable students to find "themselves", you must bring all you know to the learning situation. The resources -- people, things -- are supportive to the program you envision, plan, organize and implement. The opportunities, experiences, activities you design, prescribe, have purpose and are focused to help students learn how to learn, how to use thinking processes, to be creative. What is learned, thought and created can then be shared by all !

With use of language experience approaches in which THINKING, TALKING, WRITING, DOING and SHARING are important, you, as a teacher, can serve as a catalyst for continuous development toward more knowing, caring, articulative, creative learners.

Try these ideas -- Add to them -- You are the teachers -- Your learners will be the fortunate participants in an exciting adventure in learning and doing.

Where does this fit in your language arts program? It fits in the general, special needs groups, independent activities and conferencing aspects of the program. Don't put this brochure on a shelf. It is a treasure trove of ideas. Use it, add to it, make it yours.

Good luck! You are the teachers who light the flame for the lucky learners with whom you'll come in contact. You'll feel good about teaching, about yourself and about your learners as you think and read and write and do!